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ABSTRACT

Project LEAP is the Title I program of Medford, Massachusetts, which, in 1978-79, received State validation as an exemplary program for its grades 2-6 reading component. This report describes the project's content, results, and the State evaluation which determined it exemplary. The program includes instruction in reading and language skills that emphasizes their integration with experience-based activities and materials. Additional features of Project LEAP are components in physical education, career awareness, counseling, and speech and language therapy. The program has also maintained an active Parent Advisory Council. Appended to this report are letters and other documentation relating to the project's evaluation. (Author/GC)

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AN EVALUATION OF PROJECT LEAP, E.S.E.A. TITLE I PROGRAM OF MEDFORD, MASSACHUSETTS 1978-1979

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Evaluation and Observation of the Program in Progress

Evaluators visited the program on the average of three times a month for purposes of on-site observation and consultations with the program director, staff, staff specialists and the PAC. This section will consider key aspects of the program including facilities, materials, quality of teachers and instruction, program administration, staff development, and communication.

Facilities in most participating schools were good to excellent. The program at the Franklin school this year was housed in a roomy and quiet basement space with doors which was carpeted and panelled. An adjacent classroom that is less private was used by the Physical Education specialist, and during quiet times, by the Title I speech pathologist. The program at the Tufts School is still conducted in a small room which does not allow the variety of learning activities to take place that a larger room would accomodate. Reduction in student enrollment at the Tufts enabled that school to free one room for use as a gym. Another room may become available and should be allocated to the Title I program which currently has inadequate space there.

Materials

An excellent variety of materials, both hardware and software, was available for use by the staff. The continued use of a Central Resource Center provided for circulation of materials and insured their maximum effective use by staff.

In addition, the practice, begun last year, of allowing parents access to certain books, games, etc. through the Resource Center has continued to provide a means of informing parents and helping them to participate in their childrens' education. A broad range of interest and readability levels are representd in all materials thereby providing for the varying needs of the children.

Instruction :

In general, the LEAP staff of instructors and specialists did an excellent job of providing diagnostic and instructional services to the Title I children. A comprehensive set of diagnostic instruments and instructional materials are employed. The reading specialists provided diagnostic services for children when this was requested by the Title I instructor or the classroom teacher, using a variety of suitable tests. However in some instances it was noted that testing was redundant. As a result of this observation, the reading specialists have reevaluated the several instruments they use so as to reduce this redundancy. Instruction is based on the childrens' diagnosed needs. As children enter the upper grades, increased emphasis is given to comprehension skill development. This is appropriate. However, some of these children continue to require instruction in basic phonics skills, and direct phonic instruction with conventional approaches may not be effective with these youngsters. Different approaches for teaching these skills to upper grade students therefore are being considered by the reading specialists.

The program continues to emphasize an experientially based approach to reading and the language arts and some exciting units were developed by the Title I teachers. Because of the large number of new staff however, (eight teachers and specialists) it might be well to consider a special reorientation next year to the program's basic philosophy and the instructional methodology which derives from this approach. Specifically, it would be helpful to reorient the staff to confixtually-meaningful teaching, identify more effective ways to present phonics to older students, review and discuss language-experience as an approach, and develop greater awareness of the essential steps in building sight vocabulary and phonic knowledge. For new staff some specific inservice preparation might be provided at the very beginning of the year in addition to the general orientation to the program which they receive.

Eight new teachers is a large number for any program to absorb. It is important to recognize that if Title I teachers are withdrawn from the program to replace regular classroom teachers as a matter of school policy, the LEAP program is going to suffer. It is strongly suggested that entering Title I staff be maintained in the program (assuming good performance) for at least two years to minimize turnover and maximize the benefit of the training they receive as teachers in the program. As was noted earlier, the staff development program provided is really outstanding, but a transient staff will never be able to actualize this training to the benefit of the Title I children.

The Physical Education component constitutes a valuable and well handled part of the Title I program. Effective methods have been developed for identifying children with physical development needs, diagnosing, and providing corrective activities.

Plans are underway to expand the Title I program to include seventh grade junior high school students. This expansion has merit and should be approved. The movement into a junior high school is difficult for most children. It may be particularly so for those youngsters who require continuing help in the comprehension and study skills areas. Extending the program into the seventh grade will help assure these children the academic support they require, and will facilitate their transition from a well serviced elementary school.

Career Education

The Career Education program, initiated a year ago, is well designed and implemented. This year the staff developed instruments to assess career awareness and self-study which served as present and past tests to provide information on the growth of children participating in this aspect of the program. The Career education instructors have worked closely with other Title I teachers to integrate the program in all learning activities. The self-evaluation forms, while obviously related to career study, are also useful as points of departure for consideration in affective learning. This mode of study may well be at least partially responsible for student growth indicated in the attitude checklist. It is an approach which is commendable and should be continued.

An exhibit of the Career Awareness program was organized for Medford's annual multi-cultural fair and was well received.

Staff Development

This year the LEAP staff included eight new teachers and specialists. The fact that the program has been able to continue its high quality work without interruption is attributable to the very fine staff development program which has characterized LEAP over the years. The staff met regularly to consider improvements in the various forms and checklists utilized, participated in workshops conducted by outside specialists as well as specialists within the program, and worked with parents and classroom teachers to facilitate integration of their efforts with the childrens other educational experiences.(Specialists reports detailing their activities are appended to this document).

Parents Advisory Council

Project LEAP has always encouraged active and meaningful parental involvement. As a result, it has evolved a strong and informed PAC. In addition to participation in its local program, the Medford PAC has become involved in activities at the National, State and Regional levels. This year the PAC developed a newsletter which presented PAC and staff activities. In addition it included a section entitled " Helping at Home " which provided parents some useful ideas concerning ways they can assist their childrens' learning at home.

Two members attended the National Title I Conference in Los Angeles, California and three members attended the state conference held in Springfield, Massachusetts. A sizable contingent of Medford parents was present at the Multi-City Title I conference held in Malden where LEAP's Title I staff presented several demonstrations. PAC members this year expressed an interest in learning more about leadership techniques to improve building meetings and encourage broader participation by other parents. Workshops were designed to help them attain these goals, and present other information as well. As usual, the PAC met with the program evaluators and managed the initial processing of the Parents Questionaire used by the evaluators to assess parental attitudes and reaction to the program. In summary, Medfords' PAC is an industrious group whose contribution to the program is significant and valuable.

Program Administration

The administration of the LEAP program continues to be excellent and is clearly a major factor in its success. The Director is extremely effective in managing staff, including assignment and supervision; maintaining and developing relationships with administrators of participating schools, and working with parents to encourage their participation and support. The excellent staff development program and the educational component for parents and PAC members are direct results of the efforts of the program director.

Record-keeping is extremely well handled with records maintained at the Title I office and in each school. The files are well-organized and current. For each school they include the specialists' schedules and student's folders containing diagnostic tests, checklists, referral forms, profiles and any additional information considered relevant. These records provide a plethora of valuable information for classroom teachers as well as Title I specialists and instructors. They are also useful as a basis for reviewing annually the growth and development of individual Title I children.

Communication lines among all levels of LEAP staff members, building administrators and central office staff are clear and help to promote understanding of the program. Effective communication also provides information concerning the success of the program and its contribution to learning and skill development among Medford children.

Budget management and matters relating to physical facilities are dealt with in a routine fashion and with efficiency. Teaching materials are evaluated on an on-going basis keeping the curriculum current and relevant while insuring that is meets the basic needs of the students as determined through diagnosis.

All of these efforts towards excellence have culminated in Medfords' Project LEAP being nominated and selected as one of Massachusetts first state validated Title I programs.

It therefore is recognized as an exemplary educational model for Title I programs operating in the state. Information about the program has been, and will continue to be, disseminated for intra-state consumption by the Title I Dissemination Project. In addition, it has been suggested by the Associate Commissioner of Education for Massachusetts that the LEAP program be submitted to the US. Office of Education Joint Dissemination and Review Panel for national validation. The evaluators expressed their professional opinion last year that Medford's program was of exemplary status. We are very much aware of the effort that has been expended by the Director and staff to achieve the high quality which typifies Project LEAP and we are pleased that the Program has gained the recognition it deserves. After reviewing the program this year we have every reason to expect that Medford's Title I program will continue to provide a variety of excellent diagnostic and instructional services to its children.

Test Results and Analyses

Metropolitan Achievement Test Results

The Metropolitan Achievement Test was administered in October 1978 and May 1979. Form F of each test level was used for pretest and pasttest. The following test levels were used at the grade levels shown.

Grade 1: Primary I

Grade 2: Primary II

Grade 3: Elementary

Grade 4: Elementary

Grade 5: Intermediate

Grade 6: Intermediate

The number of children who completed bouth pre- and posttests at the same level is :

Grade 1: 83

Grade 2: 87

Grade 3: 7o

Grade 4: 78

Grade 5: 83

Grade 6: 77

Results were reported in standard score units, which are derived from raw scores (number correct) by using appropriate norm tables. On the Metropolitan, a particular raw score on one subject at one level will convert to the same standard score

regardless of the time of year the test is administered. Therefore a comparison of pretest and posttest standard scores signifies improvement in ability. Statistical tests of significance were applied to standard scores.

Tables 1 to 6 show the pretest and posttest results on the Metropolitan. In addition to showing the standard score means and standard deviations (S.D.), the tables present the grade equivalent scores (G.E.) and the percentile scores that are equivalent to the mean standard scores. These should make the data easier to interpret. The grade equivalent scores, like the standard scores, reflect the number of items correct regardless of the time the test was administered. The percentile scores, however, are derived from norm tables that reflect-time-of-year. A comparison of pre- and post percentile scores reflects change in status of the average child in the program relative to the norm groups.

The results presented in tables 1 to 6 demonstrate that at each grade level the children, on the average, made significant improvement in each subtest. (First - Graders are not pretested in reading comprehension). Results were consistent with the findings of the previous years' evaluation.

Posttest mean standard scores were also examined for their deviation from grade expectancy. The standard score that was equivalent to the end of the year G.E. was located on norm tables. This was compared to attained posttest mean standard score by using

a t test for a single mean. Significant differences above or below grade placement are noted.

Table 1 shows that first graders in LEAP made very good gains in word knowledge and word analysis. Posttest performance was very satisfactory. Children were significantly above grade placement in word knowledge, word analysis, and total reading.

Second graders made good progress in each area tested. Their initial performance, was depressed only in reading comprehension. Comprehension improved relative to the norm group (status of the average child changed from 31st to 43d percentile), but end of year reading comprehension was significantly below grade placement.

Third graders made very good progress in each area, even improving in relative status (percentiles) in four of the five areas. These children were below grade placement in word knowledge and reading comprehension at year's end.

Fourth graders made very good progress in language and moderate gains in word knowledge, reading comprehension and spelling. They probably improved their status, relative to the norm group, in comprehension. At year's end they were significantly below grade placement in word knowledge and reading comprehension.

Fifth graders made strong gains in language and moderate gains in word knowledge, reading comprehension, and spelling. They probably improved their relative status in spelling. They finished

the year below grade placement in word knowledge and reading comprehension.

Sixth graders made very good gains in reading comprehension and language with moderate gains in word knowledge and spelling. They were above grade placement on the language posttest, but below grade placement on posttests in word knowledge, reading comprehension, and spelling. They probably improved their relative status in language.

In general, the children at all grades held their own or improved in relative status in certain areas tested. The magnitude of achievement was generally good or very good, when one considers changes in G.E. scores. The reason children are often below grade placement at the end of the year can be attributed to selection criteria: children are selected for LEAP because they are below the fortieth percentile in achievement in school-wide testing. Participants in LEAP who pergorm well tend not to be selected for the following year. These children are replaced by children who scored below average in school-wide testing. Hence selection assures that the children in LEAP will score below average on pretests and probably on posttests.

Results suggest that reading comprehension should receive emphasis at all grade levels from first grade on. Work in language that occurs in LEAP and in the schools seems especially effective and should be continued.

TABLE 1

Comparison of Pre- and Post-test Results[a]
on the Metropolitan Achievement Test
Primary I Form F for Grade 1, N=83

Test	Pretest Mean SS and S.D.	Equivalent G.E.	Posttest Mean SS and S.D.	Equivalent G.E.	%ile
Word knowl.	27.99 6.63	1.3	48.18[b] 10.61	2.3	76
Word anal	29.99 5.23	1.2	43.83[b] 8.63	2.1	80
Reading			43.06 8.81	1.9	68
Total reading			43.61[c] 9.09	2.0	68

[a] All gains are significant at <.001 level

[b] Significantly above SS equivalent of grade placement of 1.9 ($p < .001$).

Significantly above SS equivalent of grade placement of 1.9 ($p < .001$).

[c] Significantly above SS equivalent of grade placement of 1.9 ($p < .05$).

TABLE 2

Comparison of Pre- and Post-Test Results[a]
on the Metropolitan Acheivement Test
Primary II Form F for Grade 2, N=87

Test	Pretest Mean SS and S.D.	Equivalent G.E.	%ile	Posttest Mean SS and S.D.	Equivalent G.E.	%ile
Word knowl	47.52 6.12	2.2	57	55.75 6.85	2.9	58
Word anal	46.63 8.45	2.4	63	55.49[b] 7.72	3.1	64
Reading	40.34 10.39	1.8	31	51.68[c] 8.88	2.6	43
Total reading	43.45 7.47	2.0	44	53.23[d] 6.78	2.7	53
Spelling	47.95 7.47	2.2	58	58.08 7.84	3.0	56

[a] All gains are significant at .001 level

[b] Significantly above SS equivalent of grade placement of 2.9 ($P < .01$).

[c] Significantly below SS equivalent of grade placement of 2.9 ($P < .001$).

[d] Significantly below SS equivalent of grade placement of 2.9 ($P < .05$).

TABLE 3

Comparison of Pre- and Post-Test Results[a] on the Metropolitan Achievement Test Elementary Form F for Grade 3, N=70

Test	Pretest Mean SS and S.D.	Equivalent G.E.	%ile	Posttest Mean SS and S.D.	Equivalent G.E.	%ile
Word knowl.	54.83 6.01	2.8	38	61.67[b] 5.82	3.5	45
Reading	50.37 10.26	2.4	23	59.51[b] 8.32	3.3	44
Total reading	51.61 7.70	2.6	30	59.64[b] 5.67	3.4	46
Language	60.47 9.20	3.0	48	69.30 8.53	3.9	49
Spelling	57.70 8.70	2.9	41	65.93 10.37	3.9	58

All gains are significant at $<.001$ level

Significantly below SS equivalent of grade placement of 3.9 ($P<.001$).

TABLE 4

Comparison of Pre- and Posttest Results[a] on the Metropolitan Achievement Test Elementary Form F for Grade 4, N=78

Test	Pretest Mean SS and S.D.	Equivalent G.E.	%ile	Posttest Mean SS and S.D.	Equivalent G.E.	%ile
Word knowl.	62.06 5.54	3.5	34	66.92[b] 5.31	4.1	36
Reading	58.36 6.81	3.1	27	65.09[b] 7.71	3.8	36
Total	59.47 5.58	3.3	33	65.09[b] 5.80	3.9	36
Language	65.22 7.49	3.4	34	74.60 7.16	4.7	39
Spelling	66.81 8.30	4.1	50	72.94 7.96	4.8	50

[a]All gains are significant at .001 level

[b]Significantly below SS equivalent of grade placement of 4.9 ($P < .001$).

TABLE 5

Comparison of Pre- and Posttest Results[a]
on the Metropolitan Achievement Test
Intermediate Form F for Grade 5, N=83

Test	Pretest Mean SS and S.D.	Equivalent G.E.	%ile	Posttest Mean SS and S.D.	Equivalent G.E.	%ile
Word knowl.	68.05 5.46	4.2	32	72.55[b] 6.53	4.9	35
Reading	67.52 8.21	4.2	29	73.69[b] 7.74	4.9	31
Total reading	67.53 5.68	4.3	31	72.94[b] 6.94	4.9	34
Language	75.40 5.19	4.7	42	83.6o 5.42	6.o	49
Spelling	73.51 6.01	4.9	43	78.88 6.34	5.6	52

[a]All gains are significant at $<.001$ level.

[b]Significantly below SS equivalent of grade placement of 5.9 ($P<.001$).

TABLE 6

Comparison of Pre- and Post-Test Results[a] on the Metropolitan Achievement Test Intermediate Form F for Grade 6, N=77

Test	Pretest Mean SS and S.D.	Equivalent G.E.	%ile	Posttest Mean SS and S.D.	Equivalent G.E.	%ile
Word knowl.	74.04 5.57	5.2	32	78.31[c] 7.05	5.9	33
Reading	72.84 8.89	4.8	28	80.10[c] 7.14	5.9	34
Total reading	73.64 6.65	5.0	29	79.31[c] 6.80	5.7	35
Language	80.55 5.38	5.5	39	89.65[b] 7.89	7.3	54
Spelling	78.51 6.58	5.5	35	83.40[d] 9.16	6.3	46

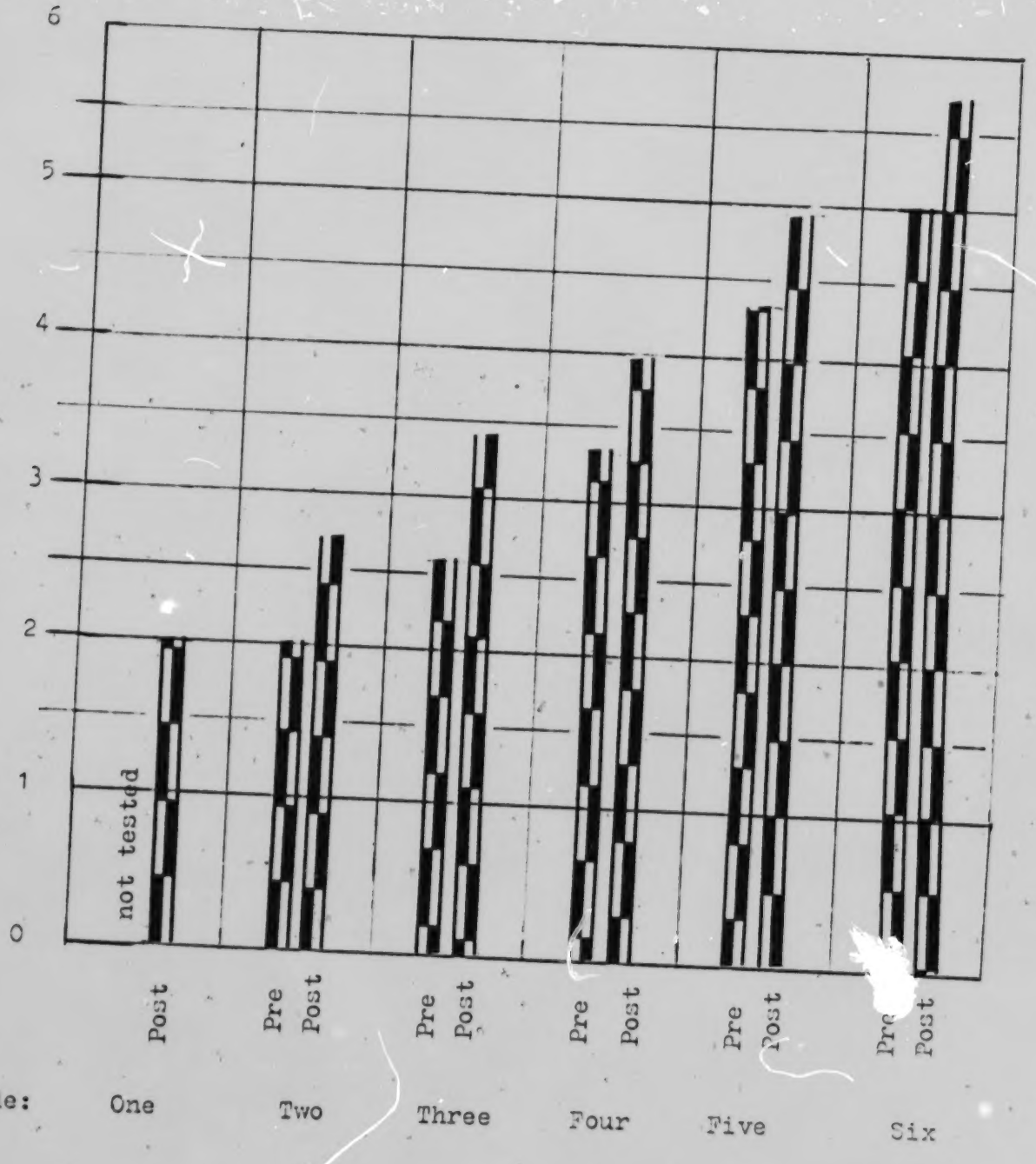
[a]All gains are significant at <.001 level.

[b]Significantly above SS equivalent of grade placement of 6.9 (P<.01).

[c]Significantly below SS equivalent of grade placement of 6.9 (P<.001).

[d]Significantly below SS equivalent of grade placement of 6.9 (P<.01).

COMPARISON OF TOTAL READING PRE- AND POSTTEST
AVERAGE GRADE EQUIVALENT SCORES



Stanford Early School Achievement Test

Kindergarten children were pre- and posttested on two subtests of the Stanford Early School Achievement Test. Letters and Sounds, and Aural Comprehension. Results are presented in Table 7. The children made significant gains in each subtest. Table 7 reports raw score mean and standard deviations (S.D.) and percentile ranks equivalent to the means. The apparent loss in relative status (percentile) may result from the posttest comparison to beginning first grade norms; there are no end-of-year kindergarten norms. Posttest performance is in the average range.

TABLE 7

Comparison of Pre- and Posttest Results[a] on the Stanford Early School Achievement Test for Kindergarten, N=47

Subtest	Pretest Mean R.S. and S.D.	Equiv. %ile	Posttest Mean R.S. and S.D.	Equivalent %ile
Letters + Sounds	18.09 5.66	89	22.15 4.67	58
Aural comprehension	17.64 4.07	32	19.74 3.38	42

[a]All differences are significant at <.001 level.

Phonics

First graders were posttested for knowledge of phonics on an evaluator-constructed instrument. Children in grades 2,3, and 4 were pre- and posttested on that instrument. The test provides items in four areas: (1) single consonants (18 items), (2) consonant blends (19 items), (3) consonant digraphs (5 items), and (4) vowels (10 items). Results can be examined for evidence of improvement and for evidence of mastery.

Results are summarized in Tables 8-to-11. Table 8 shows that first-graders attained near-mastery of consonants and substantial knowledge of vowels. Results for grades 2 to 4 (tables 9, 10 and 11 respectively), analyzed by the t test for correlated observations, show that each group made significant gains in each subtest. Also they attained virtual mastery in each area. These results verify the progress made in reading skills on the Metropolitan Achievement Tests.

Table 8

Posttest Results in Phonics for Grade 1, N=86

Subtest area	Posttest Mean R.S.	S.D.
1.	16.7	2.56
2.	15.2	4.93
3.	3.0	1.80
4.	8.0	2.92
Total	42.9	10.36

TABLE 9

Comparison of Pre- and Posttest Results in Phonics for Grade 2, N=85

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	16.9	1.46	17.4	.91	$<.01$
2.	13.4	6.00	17.9	2.36	$<.001$
3.	2.2	1.75	4.3	1.26	$<.001$
4.	7.6	3.00	9.5	1.05	$<.001$
Total	40.2	9.55	49.1	4.21	$<.001$

TABLE 10

Comparison of Pre- and Posttest Results in Phonics for Grade 3, N=71

Subtest Area	Prestest Mean R.S.	S.D.	Posttest Mean R.S.	S.D	P
1.	17.2	1.14	17.6	.77	$<.05$
2.	16.4	3.91	18.3	1.31	$<.001$
3.	3.8	1.55	4.7	.75	$<.001$
4.	9.0	2.22	9.7	.89	$<.01$
Total	46.4	7.30	50.2	2.44	$<.001$

TABLE 11

Comparison of Pre- and Posttest Results in Phonics for Grade 4, N=79

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	17.4	.96	17.9	1.26	$<.01$
2.	18.0	1.95	18.8	.44	$<.001$
3.	4.5	.86	4.9	.40	$<.001$
4.	9.5	.85	9.9	.30	$<.001$
Total	49.4	2.92	51.4	1.5o	$<.001$

Structural Analysis

Fifth and sixth graders were pre- and posttested on an evaluator-constructed test of structural analysis. The test consists of items in four areas: (1) base words (8 items), (2) prefixes (11 items), (3) suffixes (8 items), and (4) syllabication (22 items). Results are summarized in tables 12 and 13. Table 12 shows that fifth-graders made highly significant gains in all areas. In addition they demonstrated near-mastery on subtests of prefixes and suffixes. More instruction appears to be needed on the concept and identification of base words and the principles of syllabication.

Sixth graders (Table 13) made significant gains in all areas. In addition they showed near mastery of prefixes and suffixes. Sixth graders, like fifth graders, require additional instruction in the concept and identification of base words and in syllabication.

TABLE 12

Comparison of Pre- and Posttest Results in Structural Analysis for Grade 5, N= 83

Subtest Area	Pretest Mean R.S	SD	Posttest Mean R.S.	SD	P
1.	3.9	2.17	5.4	1.64	<.001
2.	8.8	3.44	10.5	1.53	<.001
3.	6.2	2.28	7.1	1.67	<.001
4.	12.2	3.21	14.5	3.16	<.001
Total	31.1	8.12	37.5	5.56	<.001

TABLE 13

Comparison of Pre- and Posttest Results in Structural Analysis for Grade 6, N=78

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	4.7	1.55	5.8	1.69	<.001
2.	10.0	2.44	10.8	.51	<.01
3.	6.9	1.66	7.5	.75	<.01
4.	13.6	3.49	16.2	3.05	<.001
Total	35.2	6.46	40.4	4.37	<.001

Perceptual-Motor Ability

A special component of the LEAP program is the provision of physical education to develop perceptual-motor ability of a select subgroup of children. The effectiveness of this program is evaluated by using a perceptual-motor-skills test designed by the physical education specialist in consultation with the evaluators. This instrument has been used in prior years by the LEAP program.

Progress of physical education participants is assessed in each area of the test and in the total test by using the t test for correlated observations. First graders are tested in six areas. The six areas are (1) ball skills, (2) coordination, (3) balance, (4) body image and directionality, (5) strength, and (6) visual achievement.

Results are summarized in Tables 14 to 19. These tables show that grades 1,2,3 and 5 made significant gains in all areas. Grade 4 made significant progress in three of five subtests. Grade 6 made significant progress in four of five subtests.

TABLE 14

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 1

N=32

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D	P
1.	2.6	1.18	3.7	.58	$<.001$
2.	3.3	1.61	5.1	1.17	$<.001$
3.	1.8	.95	2.7	.64	$<.001$
4.	1.5	.92	2.4	.71	$<.001$
5.	.9	.34	1.0	.00	$< .05$
6.	.4	.56	1.1	.59	$<.001$
Total	10.5	2.68	16.0	2.05	$<.001$

TABLE 15

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 2, N=32

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	1.5	.95	2.8	.54	$< .001$
2.	2.2	.79	3.2	.66	$< .001$
3.	2.1	1.07	2.6	.80	$< .01$
4.	1.6	.61	1.9	.34	$< .01$
5.	.7	.64	1.3	.62	$< .001$
Total	8.1	2.26	11.8	1.67	$< .001$

TABLE 16

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 3, N=17

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	2.2	.95	3.8	.73	< .001
2.	.8	.66	1.9	.33	< .001
3.	1.2	.73	1.8	.39	< .01
4.	2.2	.75	2.6	.61	< .01
5.	.4	.51	1.3	.69	< .01
Total	6.8	1.48	11.5	1.37	< .001

TABLE 17

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 4, N=10

Subtest Area	Pretest Mean R.S.	S,D.	Posttest Mean R.S.	S.D	P
1.	1.7	1.06	3.8	1.14	< .001
2.	.8	.63	1.9	.32	< .001
3.	1.4	.84	1.8	.42	< NS
4.	1.4	.97	2.4	.84	< .01
5.	.5	.53	1.1	.88	NS
Total	5.8	1.93	11.0	1.89	< .001

NS= not significant

TABLE 18

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 5, N=13

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	1.2	1.09	2.7	.63	$< .001$
2.	.7	.48	2.7	.63	$< .001$
3.	.2	.44	.9	.28	$< .001$
4.	1.3	.48	1.9	.28	$< .001$
5.	.6	.51	1.6	.77	$< .001$
Total	4.1	1.44	9.8	1.28	$< .001$

TABLE 19

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 6, N=10

Subtest Area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1.	1.4	.84	2.9	.32	< .001
2.	.6	.52	2.8	.42	< .001
3.	.6	.52	.8	.42	NS
4.	1.3	.67	2.0	.00	< .01
5.	1.0	.67	1.7	.48	< .01
Total	4.9	1.45	10.2	.79	< .001

NS= not significant

Career Awareness

The career awareness segment of the LEAP program provides Title I students with a range of experience designed to help them understand the world of work and to examine their own skills and interests as they relate to various fields or "clusters" of careers. The effectiveness of this instruction was assessed by a variety of instruments to measure growth in knowledge of careers, the development of work attitudes and self awareness and the difference, if any, between students who participated in the program and those who did not.

One measure was the Career Awareness Student Evaluation completed by each student in the program. The questions ask students to indicate their familiarity with a number of the concepts pursued; awareness of self, knowledge of careers and clusters, relation of career information to their own assessment. (A copy of the Student Evaluation form follows.)

A summary of three key questions asked of students is shown on Table 20. To the question "Did the LEAP Career Program help make you more aware of your strengths and weaknesses ?" 65 children responded "Yes" while eight said "No".

Question 3 asks "Did you learn more about careers in the LEAP Career Program?" Seventy-two of the sixth graders replied "yes" while one student indicated a negative response.

In response to that part of part of question four which asked: "Do you think that the LEAP Career Program has helped you to become interested in this cluster?"; eight students said "No" and 65 said "Yes". A number of the students who responded negatively indicated that they had previously been interested in the cluster and hence were responding to the portion of the question: "helped you to become interested."

When examined in the light of other assessment instruments the value of student evaluations falls into appropriate perspective. At the very least, the overwhelming number of positive responses suggest that from the students' point of view efforts at providing career information and promoting awareness of self were successful.

Another questionnaire was circulated to teachers of these students which asked two questions:

1. Have the students shared with you or their classmates any information obtained from the Career Awareness lesson?

2. Have the students ever requested information relevant to careers?

Eight teachers responded affirmatively to question one, while five responded negatively. Comments suggested that some sharing may be going on, in informal settings, and that there could be further opportunities for classroom teachers to

encourage sharing. The number of children from a class who are in the LEAP program also seem to have an effect on teacher observation of information sharing.

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TITLE I - LEAP

Name _____ School _____

CAREER AWARENESS STUDENT EVALUATION

GRADE SIX

1. Circle words that you feel best describe yourself:

happy	selfish	honest
sloppy	nice	sincere
greedy	friendly	polite
reliable	confident	bossy
neat	pleasant	athletic
loud	shy	strong

Add any words that apply to you that are not listed above.

2. Did the LEAP CAREER PROGRAM help make you more aware of your strengths and weaknesses?

yes no

What are your strengths?

What are your weaknesses?

3. Did you learn more about careers in the LEAP CAREER PROGRAM?

yes no

Name some of these careers:

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TITLE I - LEAP
CAREER AWARENESS STUDENT EVALUATION
GRADE 6 1979

4. Which cluster did you find most interesting?

Why are you interested in this cluster?

Do you think that the LEAP CAREER PROGRAM has helped you to become interested in this cluster?

yes no

Why or why not? Explain your answer.

TABLE 2o

Summary of Responses to Key Questions on Career Awareness Student Evaluation Form

Question 2: Did the LEAP Career Program help make you more aware of your strengths and weaknesses?

Yes		No	
#	%	#	%
65	89	8	11

Question 3: Did you learn more about careers in the LEAP Career Program ?

Yes		No	
#	%	#	%
72	99	1	1

Question 4: Do you think the LEAP Career Program has helped you to become interested in this cluster?

Yes		No	
#	%	#	%
65	89	8	11

Number of students: 73

The second question on the form recorded eight "yes" answers and six "no" answers. Many of the affirmative responses seem to relate to career related activities which are on going in the regular classroom, making it more feasable for students to "request information".

This assessment by the classroom teachers might be broadened to include such information as to what aspects of career education or awareness are part of the total class experience. A further step that might be taken is for classroom teachers to receive more information concerning the LEAP Career Awareness Program to help Title 1 students share their experiences. (A copy of the teacher questionnaire follows.)

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TITLE I - LEAP

June 1979

School_____

CAREER AWARENESS QUESTIONNAIRE

For Grade 6 Teachers

Would you please assist in the evaluation of the new Title I- Career Awareness Program by answering the following questions:

1. Have the students shared with you or their classmates any information obtained from the Career Awareness lessons?

Yes_____ No_____

Comment:

_____

2. Have the students ever requested information relevant to career?

Yes _____ No_____

Comment:

_____

Several additional procedures were used to assess the children's understanding and to evaluate their progress. A Career Awareness ICterest Inventory was administered at the end of the program to sixth graders who participated and to a group of fifth graders. The data for the two grades are compared in Table 21. These data form a base line for future evaluations. It is expected that this instrument will be used on a pre-posttest basis next year. In this way growth of interest would be assessed. The present year's results (table 21)indicate that the average fifth grader expressed an interest in significantly fewer jobs and job clusters than the average sixth grader who participated in the career awareness program. It is not possible to attribute this difference to the sixth-graders participation in the career awareness program or to the age difference. The results are at least consistent with the expectation that the program would have broadened sixth-graders interests.

Another procedure was the use of a Career Awareness Questionnaire having three parts:(1) Knowledge of careers, (2) Career attitudes, (3) self-awareness. The questionnaire was constructed by the Career Awareness teachers in consultation with the evaluators. Although the instrument is in need of further refinement, it was used to detect any change in Career Awareness from Pre to posttest administrators. Also, the results of sixth grader program participants were compared to results obtained from non- Title I children in the same grade.

In Table 22 are the results of the Pre-Posttest comparison of sixth graders who participated in the Career Awareness Program. It is noted that mean scores in each of the three questionnaire areas showed significant positive shift. Results on the same instrment used with a sixth grade comparison group of non-Title I children also showed a positive shift. (Table 23), this was significant for the first and third part of the questionnaire, but not for the second part. It was noted that the comparison group scored significantly higher than LEAP children on the pretest administration of the questionnaire and remained significantly higher on the second and third areas of the posttest administration, but the differences are smaller. Evidently the LEAP children closed the gap completely in career knowledge and partly closed the gap in the other two areas.

TABLE 21

Comparison of Sixth Graders in LEAP Career Awareness Program and Fifth Graders ont the Career Awareness Interest Inventory.

Area	Sixth-Grade[a] Mean + S.D.	Fifth-Grade[b] Mean + S.D.	t	P
Jobs	12.96 5.68	9.85 7.36	2.877	.01
Clusters	5.19 1.08	4.22 1.50	4.512	.001

[a] N= 74

[b] N= 74

TABLE 22

Comparison of Pre- and Posttest Administrations of the Career Awareness Questionnaire by Sixth- Graders in LEAP (N=76)

Area	Pretest Mean S.D	Posttest Mean S.D.	t	P
I	6.84	8.47	7.392	<.001
II	5.59	6.36	5.098	<.001
III	3.95 1.41	4.74 1.22	4.991	<.001

TABLE 23

Comparison of Pre- and Posttest Administrations of the Career Awareness Questionnaire by Sixth Grade Non- Title I Group (N=159)

Area	Pretest Mean S.D.	Posttest Mean S.D.	t	P
I	8.18	8.74	4.057	<.001
II	6.52 1.09	6.67 1.05	1.500	NS
III	4.79 1.42	5.19 1.19	3.521	<.001

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1979

TITLE I - LEAP

Name_____ School_____

CAREER AWARENESS INTEREST INVENTORY

GRADES FIVE AND SIX

Directions: 1. Circle the grade you are in.
2. Check off all the jobs that you are interested in.

1. TRANSPORTATION

check here:	
_____	flight attendant
_____	air traffic controller
_____	mechanic
_____	pilot
_____	truck driver
_____	subway train driver

2. COMMUNICATIONS AND MEDIA

check here:	
_____	photographer
_____	sports reporter
_____	telephone operator
_____	camera operator
_____	radio announcer
_____	editor

3. BUSINESS AND OFFICE

check here:	
_____	accountant
_____	secretary
_____	computer operator
_____	lawyer
_____	bank teller/manager
_____	insurance agent

4. HOSPITALITY AND RECREATION

check here:	
_____	hotel manager
_____	travel agent
_____	tour guide
_____	pro athlete
_____	athletic coach
_____	cruise director

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Career Awareness Interest Inventory
Grade 5 & 6
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5. HEALTH

check here:

_____ x-ray technician
_____ dental assistant
_____ veterinarian
_____ dietician
_____ pharmacist
_____ doctor

6. MARINE SCIENCE

check here:

_____ fisherman
_____ oceanographer
_____ geologist
_____ deep sea diver
_____ aquanaut
_____ ocean engineer

List any other jobs that interest you.

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TITLE I LEAP

CAREER AWARENESS QUESTIONNAIRE

Part I.

Directions: Read each sentence carefully and select one answer from the four answers given. Circle the letter (A,B,C or D) which stands before the answer you think is correct.

1. The person who schedules planes for take-offs and landings is called:

   a. pilot
   b. air traffic controller
   c. flight engineer
   d. flight attendant

2. The man or woman who greets people as they enter a restaurant is a:

   a. waiter/waitress
   b. dietician
   c. host/hostess
   d. food scientist

3. The reporter who reviews new things in art, literature, music and other things is a:

   a. critic
   b. journalist
   c. columnist
   d. script writer

4. In large business, the person who does the hiring and firing of employees is the:

   a. personnel manager
   b. receptionist
   c. training representatives
   d. switchboard operator

5. Circle <u>one</u> job that is <u>not</u> in the public service cluster:

   a. city manager
   b. food and drug inspector
   c. teacher
   d. gardener

6. Circle one job title which falls into the category of oceanographer:

   a. lab technician
   b. marine biologist
   c. sailor
   d. psychologist

Fill in the blank, with the correct letter (A,B,C or D).

7. A _____ is required to read maps.

   A. marine architect
   B. marine draftsperson
   C. fish farmer
   D. diver

8. A flight attendant is responsible for performing _____ service(s).

   A. no
   B. one
   C. many

Directions: Read each sentence carefully. Choose the appropriate answer by circling true or false.

1. The food and drug inspectors are hired by the government to check the safety of food, drugs, and cosmetics.
   true false

2. Governor, mayor, librarian and teacher all belong to Consumer and Homemaking cluster.
   true false

3. Urban planners study the cities needs today and try to determine what the needs will be 10,20 even 50 years from now.
   true false

4. In the future, the food service area will decline and there will be fewer jobs.
   true false

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1978-1979

TITLE I - LEAP

CAREER AWARENESS QUESTIONNAIRE

Part II.

Directions: Read each sentence carefully and circle the appropriate answer.

1. It is wise to think about different occupations while still in school.

yes no

2. You must attend college to get a good job.

yes no

3. An important part of any job is getting along with people.

yes no

4. Knowing what you don't like will help you decide what kind of work you would like to do.

yes no

5. Parents decide what occupations their children will have.

yes no

6. Every kind of work is important.

yes no

7. Satisfaction in your job will result in a more enjoyable home life.

yes no

8. The subjects you study in school will help you get a job.

yes no

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MEDFORD, MASSACHUSETTS

TITLE I - LEAP

CAREER AWARENESS QUESTIONNAIRE

Part III.

Directions: Read each sentence carefully and circle the appropriate answer.

1. The subjects you study in school are important only if you want to go to college.

   yes no

2. Hobbies are an important part of life.

   yes no

3. Every person has responsibilities to his or her community.

   yes no

4. Some people can't do anything well.

   yes no

5. If you want to be a carpenter which kind of school would you choose:

   a. university
   b. community college
   c. vocational-technical school
   d. business college

6. Which of the following is most important to you in deciding an occupation?

   a. if you make enough money
   b. if you like the work.
   c. if you can advance to a higher position
   d. if the geographic location is to your liking

7. To get ready for an occupation you might attend which of the following:

   a. vocational-technical school
   b. community college
   c. university
   d. all of the above

AFFECTIVE DOMAIN: BEHAVIOR/ATTITUDE CHECKLIST

The Behavior/Attitude checklist has been devised by the LEAP staff to enable them to focus on aspects of behavior in the affective domain. The checklist requires that teachers observe specific behaviors which, collectively, demonstrate Self- confidence, Responsibility, Cooperation and Interest. Each category has from four to six specific items which represent behaviors to be observed at the beginning of each school year,and again at the end. Thus, under the heading of Interest, teachers will observe whether a child:

". . . expresses a general enthusiasm for the Leap program.
. . . will be able to select materials of interest to him.
. . . shares his LEAP accomplishments outside the Leap learning center.
. . . brings related information and materials to the LEAP classroom."

(The entire checklist is found on the following pages.)

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

School_____ Child's Name_____

Title I - LEAP

Affective Domain
Behavior/Attitude Check List

LEAP Instructor
Recording Observation

Elizabeth N. Miles
Director/Supervisor - Title I

_____

_____

If the child usually shows the behavior indicated in the statement when the opportunity arises mark the statement with a plus +.

If the child usually does not show the behavior at these times indicate with a minus -.

If you cannot make the judgement, indicate N.A. in the space.

We plan to conduct these observations over a period of two years; therefore please use the two columns between the first two double lines for the pre and post observations the first year and the two columns between the second double lines for the second year.

Date Recorded

A. Self Confidence

1. The child will attemp a new task voluntarily
2. The child will interact with adults.
3. The child will volunteer information.
4. The child will complete a task independently;
5. The child will express his ideas and opinions.
6. The child will interact with peers.

B. Responsibility

1. The child will attend school regularly.
2. The child will arrive for classes on time.
3. The child will take proper care of the materials and books assigned.
4. The child will question material that is not understood.

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Title I LEAP
Behavior/Attitude Check List, Affective Domain
Page 2-

Items	Date Recorded

C. Cooperation

1. The child shares materials.
2. The child is willing to take turns.
3. The child listens to peers.
4. The child listens to teachers.
5. The child responds to suggestions as well as commands.
6. The child asks to assist teachers and other students.

D. Interest

1. The child expresses a general enthusiasm for the LEAP program.
2. The child will be able to select materials of interest to him.
3. The child shares his LEAP accomplishments outside the LEAP learning center.
4. The child brings related information and materials to LEAP sessions.

Through the use of the checklist, LEAP teachers have been able to substantiate, in a fairly specific manner, the existence of rather abstract terms such as Self-Confidence, Responsibility, Cooperation and Interest. In addition, teachers become more aware of the presence (or absence) of specific behaviors and may, if warranted, Provide experiences to re-inforce appropriate behavior during regular lessons.

The results of the pre-test and posttest of Behavior/Attitudes are shown in Table 24. Since there are 2o items in all (Self-Confidence-6; Responsibility -4; Cooperation -6; Interest -4.) the pretest mean indicates the average score in the Fall, while the Posttest mean indicates the Spring score. At eaah grade level there is considerable improvement in the eveidence of these behaviors. At the kindergarten level, for example, Pre-test scores indicate that the average score, out of a possible 2o, was 1o.31. The Posttest score for the same group is 16.29. For Grade one the change is from a pre-test mean of 12,78 to a posttest mean of 16.94. Grade two students showed an increase from 12.88 to 17.5o. Grade three means show a pretest score of 14.30 and a posttest score of 17.45.

Improvement is shown in grades 4,5 and 6 as well with Grade 4 showing the greatest improvement: 13.01 to 18.00 in these upper elementary years.

It is important to note that the results of the Behavior/ Attitude Checklist were assessed to determine whether the gain

TABLE 24

Comparison of Pre- and Posttest Scores on

Behavior/Attitude Checklist

Grade	Number of children	Pre-Test Mean and S.D.	Posttest Mean S.D.	*t
K	45	10.31 3.58	16.29 2.47	10.032
1	83	12.78 6.13	16.94 3.85	4.697
2	84	12.88 3.93	17.50 2.49	12.113
3	65	14.30 3.09	17.45 3.38	7.696
4	77	13.01 3.57	18.00 6.42	6.805
5	82	14.13 3.30	18.02 1.99	10.749
6	77	14.05 4.50	17.71 2.27	9.251

* All values significant at <.01 level

indicated by the mean scores was statistically significant or simply a matter of chance. In all grades, as indicated in Table 24 the gains were significant.

The checklist is but one of the many instruments employed by the LEAP staff to help assess the program. The general picture presented suggests that the time and energy devoted to the affective domain is in fact, having an impact on these aspects of the child's growth and development.

Results of Parent Questionnaire

Parents of children in the LEAP program were asked to respond to a questionnaire which would indicate their understanding of, and attitude toward, the program. Three separate questionnaires were distributed: one for parents of children in KIndergarten; another for Grade One; a third for parents of children in Grades Two to Six. The contents of questionnaires appear in the following pages.

The results of the questionnaire are shown, by grade, in Tables 25, 26, and 27. A summary of the results for grades 2 to 6 appear in Table 28. Examination of these results indicate that parents are highly supportive of the LEAP Program and feel it is having a beneficial effect on children. On the Kindergarten questionnaire 94% think that " my child should continue in the LEAP program ..." (question 6). Similarly 94% think that the extra help is effective (question 4). The large number of people who responded "uncertain" to question 2, in regard to attitude may reflect the inability of parents of Kindergarteners to separate the effect of LEAP activities from the total first year school experience. Grade One parents are clearly positive about the LEAP program. Ninety-five percent feel the program has helped the child in learning to read (question # 1), and 98% reflect their perception of the child's acceptance of the help provided (question 3). In particular, none of the parents disagree with statements 1, 2, 3 and 5 while only one parent disagreed with statements 4 and 6.

The summary of grades two to six (Table 28) shows that 93% of parents think the program has been of help (question 1) and 85% agree that the child's attitude toward reading has improved (question 2). While statements 3 and 4 sill indicate agreement that children are reading more and have a "favorable attitude" toward school these percentages, 70% and 71% reflect a strong "uncertain" response more than a "disagree" response. It seems reasonable to assume that many factors in the child's school experience influence these factors and it may be difficult for parents to identify LEAP as a major or single contributing item. On the other hand 88% indicate the child likes the help (question 5) and 92% think the help is effective (question 6). Parents of children in grades Two to Six feel strongly (90%) that the LEAP program will have benefits for the future (question 7) and that where warranted and available (question 8) it should continue (85%).

These generally positive feelings about the LEAP program are a reflection of efforts made by the LEAP staff and PAC to reach parents and provide information on LEAP activities which, in turn, enables parents to understand the program and comment on its effectiveness.

All questionnaires had space for comments which were frequently used by parents, Some Samples:

Kindergarten: " B's attitude toward his school work and teachers is very positive. He is very proud of what he accomplishes.

The LEAP program has definitely helped. I am very grateful..."

Grade One: "not only do I feel it will help my child next year, but also in the years to follow."

" LEAP is a fantastic program for children who need extra help."

Grade Two through Six: " I consider my daughter very fortunate to have the LEAP program available. It provided her with extra individual help in many areas which gradually increased her self confidence in the classroom."

" She is doing much better in school and reads all kinds of books at home."

" I have seen a remarkable change in C's reading since she's been in LEAP.

" I would like him to continue, if possible. He is reading more and enjoying it more.

" . . . Looks foward to going to class"

" Thank you for helping our child."

TABLE 25

Summary of Responses to Parent Questionnaire

Kindergarten

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	29	81	3	8	4	11
2	26	72	3	8	7	19
3	33	92	2	6	1	3
4	34	94	0	0	2	6
5	32	89	0	0	4	11
6	34	94	0	0	2	6

N= 36

TABLE 26

Summary of Responses to Parent Questionnaire

Grade One

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	56	95	0	0	3	5
2	54	92	0	0	5	8
3	58	98	0	0	0	0
4	52	88	1	2	3	5
5	55	93	0	0	3	5
6	55	93	1	2	2	3

N = 59

TABLE 27

Grade 2

Item	Agree	Disagree	Uncertain
1	47	0	2
2	41	1	7
3	36	9	4
4	38	5	6
5	43	0	6
6	47	1	1
7	49	0	0
8	47	0	2
# of returns	49		

Grade 3

Item	Agree	Disagree	Uncertain
1	48	0	5
2	47	0	3
3	45	3	4
4	33	4	12
5	47	2	3
6	50	0	2
7	47	0	4
8	47	2	3
# of returns	53		

Table 27 (continued)

Grade 4

Item	Agree	Disagree	Uncertain
1	53	0	3
2	46	2	7
3	35	10	10
4	39	4	12
5	50	2	3
6	50	1	4
7	47	1	7
8	47	2	5
# of returns-	56		

Grade 5

Item	Agree	Disagree	Uncertain
1	55	2	1
2	51	2	2
3	42	5	8
4	44	2	13
5	51	3	3
6	52	2	3
7	51	2	6
8	54	1	4
# of returns-	59		

Table 27 (continued)

Grade 6

Item	Agree	Disagree	Uncertain
1	38	0	5
2	36	4	3
3	25	12	6
4	31	6	6
5	39	3	1
6	39	2	2
7	39	2	2
8	26	14	3
# of returns	43		

Table 28

Summary of Responses to Parent Questionnaires

Grades Two--Six

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	241	93	2	1	16	6
2	221	85	9	3	22	8
3	183	70	39	15	32	12
4	185	71	21	8	49	19
5	230	88	10	4	16	6
6	238	92	6	2	12	5
7	233	90	5	2	19	7
8	211	85	19	7	17	3

# of returns 260

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MEDFORD, MASSACHUSETTS

Title I - Leap

Grade - Kindergarten Date_____

School _____

Parent Questionnaire

	agree	disagree	Uncertain
1. The LEAP program has helped my child to express herself/himself and to understand what other people say to her/him.			
2. The LEAP program has helped my child to have a favorable attitude toward school.			
3. My child likes the extra help she/he is getting in the LEAP program.			
4. I think the extra help LEAP provides is effective.			
5. I think my child's participation in the LEAP program this year will help my child in school next year.			
6. I think my child should continue in the LEAP program next year if she/he requires supplementary instruction.			

Comments_____

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

Title I - LEAP '78-'79

Grade One

School_____ Date__

Parent Questionnaire

	Agree	Disagree	Uncertain
1. The LEAP program has been of help to my child in his/her reading.			
2. The LEAP program has helped my child to have a favorable attitude toward school.			
3. My child likes the extra help he/she is getting in the LEAP program.			
4. I think the extra help LEAP provides is effective.			
5. I think my child's participation in the LEAP program this year will help my child in school next year.			
6. I think my child should continue in the LEAP program next year if he/she requires supplementary instruction and the program is available at my child's grade level.			

It is not necessary to sign this form, but we appreciate your comments. _____

_____

MEDFORD PUBLIC SCHOOLS
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TITLE I - LEAP

Grade Two to Six

School _____ Date _____

Parent Questionnaire

	Agree	Disagree	Uncertain
1. The LEAP program has been of help to my child in his/her reading.			
2. I think my child's attitude toward reading has improved because of LEAP.			
3. My child is reading more books for enjoyment in or out of school than he/she did last year.			
4. The LEAP program has helped my child to have a favorable attitude toward school.			
5. My child likes the extra help he/she is getting in the LEAP program.			
6. I think the extra help LEAP provides is effective.			
7. I think my child's participation in the LEAP program this year will help my child in school next year.			
8. I think my child should continue in the LEAP program next year if he/she requires supplementary instruction and the program is available at my child's grade level.			

It is not necessary to sign this form but we appreciate your comments:

Conclusions

1. Students made excellent progress in the subtests of the Metropolitan Achievement Test and the tests of Phonics and Structural Analysis.

2. Kindergarten children made substantial gains in Letters and Sounds and in Aural Comprehension.

3. Substantial growth was shown in perceptual-motor skills by participants at each grade level.

4. Sixth graders who participated in the Career Awareness program apparentyl acquired an awareness of occupations, clusters of occupations, and specific information about careers. In addition they showed growth in self-awareness and in positive attitudes about careers. In addition they showed growth in self-awareness and in positive attitudes about careers.

5. Each grade level showed improvement in behavior and school attitudes.

6. Parents expressed positive feeling and support of the Title I program.

7. Facilities in most buildings are adequate. Instructional resources continue to be excellent.

8. A high quality inservice program has been maintained, although need to orient new staff will continue.

9. Active parent involvement through the PAC continues to be an exemplary feature of the program.

Recommendations

1. The Career Awareness program should continue with the career awareness teachers devoting full-time to this program among children in grades 5 and 6, and possibly in grade 7.

2. The Title I program should be extended to seventh grade (JHS) if possible, to assure that continuing growth in comprehension and study skills occurs at the junior high level.

3. Increased emphasis that is now being given to comprehension in the upper elementary grades should be continued. Comprehension should receive emphasis from the second grade on.

4. Reading specialists should further refine their selection of supplementary diagnostic tests to reduce redundancy.

5. Reading specialists should endeavor to provide to upper elementary children instruction in word analysis that is embedded in meaningful context so as to avoid isolated drill of which older children may be less tolerant than younger children. Fifth and Sixth graders should be instructed in the concept of base words and in syllabication.

6. New staff will require orientation to an integrated language-arts approach and to the need to coordinate efforts with classroom teachers.

7. Although physical space is adequate at most Title I sites, the inadequate facilities at the Tufts school continues to be a detriment to the Title I program's implementation. LEAP should be assigned to a regular classroom at the Tufts School as soon as possible. Adequate facilities should be assured at any new sites that

LEAP is to service in 1979-1980.

8. An effort should be made by the school system to ensure that new staff remains with the program for at least two years. This would ensure that program staff does not become transient, In this way the Title I children would continue to benefit from the high quality of instructional services that result, in part, from the inservice training and supervision the program affords its teachers.

9. LEAP PAC Newsletter, distributed to all LEAP parents should be continued with expansion, if possible, of ideas for parent activites to promote carry over of children's learning.

10. Leadership training for city-wide PAC should continue to examine tecnniques for improved and expanded participation of local PAC groups.

11. LEAP's validation as "exemplary" is a significant recognition and should be appropriately communicated to the School Committee and the community as an indication of its continued strength and effectiveness.

Appendix

State Wide Validation

The Commonwealth of Massachusetts
Department of Education

54 Rindge Avenue Extension Cambridge, MA 02140

May 18, 1979

Mrs. Elizabeth Miles
Title I Director
Old Medford High School
10 Hall Avenue
Medford, Mass. 02155

Dear Mrs. Miles:

I want to take this opportunity to congratulate you and your staff for being recognized as an exemplary Title I program in Massachusetts and selected to receive state validation.

Indications are that your presentation was well received at the State wide Title I Conference in Hyannis. People were most complimentary.

I'm proud of your accomplishment and glad that I have the privilege of working with you.

Best wishes for continued success in your Title I Program.

Sincerely yours,

Shirley M. Roberts
Education Specialist, III
Title I, E.S.E.A.

SMR/ar

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MEDFORD PUBLIC SCHOOLS
10 HALL AVENUE
MEDFORD, MASSACHUSETTS 02155

DARYL W. PELLETIER
SUPERINTENDENT OF SCHOOLS

May 24, 1979

Mrs. Elizabeth N. Miles, Director/Supervisor
Title I Program
Medford Public Schools

Dear Mrs. Miles:

The School Committee, at its Regular Meeting held on Monday, May 21, 1979, voted:

"That Assistant Superintendent Murano's report be received and placed on file and that letters of commendation go to appropriate persons.

"That the School Committee's commendation include the statement that the School Committee is especially proud to have our Medford Program cited as one of only ten out of approximately 500 programs in the State of Massachusetts."

Sincerely yours,

Daryl W. Pelletier
Superintendent of Schools

cc: Mr. Murano

MEDFORD | PAC NEWSLETTER | TITLE I

SPRING 1979

LEAP

Nancy Iovanni, Editor

SPECIAL EDITION

Congratulations LEAP

Medford's Title I Program LEAP has been selected as one of Massachusetts' most outstanding Title I programs and received special state validation.

To be nominated as an exemplary program worthy of state validation involved a lengthy process of analysis of evaluation data indicating consistent gains in reading achievement scores over a period of three years. The evidence was examined and verified by a team of evaluation specialists who reviewed the program, evaluation data, activities, methods and procedures. An on-site visit was also required which included interviews with key personnel associated with the program. Samples of all instructional materials developed through the project were examined. Explicit documented reports were submitted by the Director of Title I, Elizabeth N. Miles. These documented reports were carefully examined by local, state and federal authorities before a decision was made to approve the program for validation.

Programs thus approved are awarded statewide recognition by the State Department of Education and the Title I Dissemination Project.

If you would like more information about Medford's Title I Program LEAP, contact your local PAC representative listed below or call 396-5800 Ext. 310, Title I LEAP.

The members of the Parent Advisory Council are justifiably proud of this honor and recognition of Medford's Title I LEAP Program.

PARENT ADVISORY COUNCIL

COLUMBUS	Mrs. Carol Duffy Mrs. Jean Spinetti	SWAN	Mrs. Catherine Bates Mrs. Sylvia DiPlacido
FRANKLIN	*Mrs. Diane O'Hare, Vice-Chairperson Mrs. Nina Cincotti	TUFTS	*Mrs. Nancy Iovanni, Chairperson
		ST.CLEMENT	Mrs. Emily Shannon
HANCOCK	*Mrs. Frances Amari, Past Chairperson Advisor Mrs. Lillian Insogna		Mrs. Diane Buonopane
		ST. JOSEPH	Mrs. Margaret Regan
HERVEY	*Mrs. Frances Berry, Recording Secretary Mrs. Nancy Durkee	ST. FRANCIS	Mrs. Roseleen DelloRusso
		IMMACULATE CONCEPTION	Mrs. Doris Flynn Mrs. Robert Hartigan
KENNEDY	Mrs. Marilyn DeVitto Mrs. Geraldine Orlandino	ST. RAPHAEL	Mrs. Diane Costello

Reports of Specialists

REMEDIAL READING SPECIALIST 1978-1979

There are three main objectives of the role of the Title I Reading Specialist: 1) Diagnostic evaluation and prescription of specific children in the program, 2) the teaching of reading to children, 3) staff development and parent education.

In order to accomplish the first objective, diagnostic evaluation and prescription, the Remedial Reading Specialist begins the year by testing individual children for whom he or she is responsible. The Remedial Reading Specialist uses the Woodcock Reading Mastery Test and the Durrell Analysis of Reading Difficulty as well as the Title I tests. From these test results, individual prescriptions are written and remediation begins. Children are seen four or five times a week for thirty minute sessions, in small groups or on a one-to-one basis. The Remedial Reading Specialist is wholly responsible for the reading programs of these children. An evaluation is usually written for each child tested. This evaluation includes test results, test behavior, strengths and weaknesses of the child and specific recommendations for remediation. These evaluations are used at CORE evaluation meetings and are placed in the child's LEAP folder and cumulative folder.

The second objective is teaching children to read. At the beginning of the school year, the Title I Reading Specialist and the Language Arts Instructor determine which children have the greatest need in reading. These children are seen by the LEAP Reading Specialist. A multi-media approach is used, incorporating tapes, filmstrips, overhead projectors, the Language Master, Voxcom and language experience in their lessons. Many times, skills such as vocabulary, comprehension, and creative writing are built into units of study, such as the newspaper or the American Revolution.

The third objective is staff development and parent education. This objective is accomplished through in-service meetings, parent workshops, open houses and individual and group consultations. In the fall, Ms. Eleanor Griffin, LEA Reading Specialist, spoke to the staff about the teaching of comprehension skills. She discussed methods and displayed materials that are effective in this area. In February, the Title I Remedial Reading Specialist arranged a meeting at the Massachusetts Educational Television Center (MET) in Cambridge where the staff viewed the video-tape "Personalizing Reading for Children" from the series "A Child's Right to Read". We then led a discussion and displayed materials concerning individualization. In the spring, Stacey Bressler of MET conducted a workshop for the Parent Advisory Council and members of the LEAP staff on "How Parents Can Use Television effectively with

with Their Child to Improve Reading". The Remedial Reading Specialists also attended the open houses at the target schools. Another aspect of staff development is individual and group consultation. The Remedial Reading Specialist meets with the child's classroom teacher to note progress of the child, compare test results and discuss reading materials and methods used. The same type of consultation occurs with LEA Reading Specialists and Learning Disabilities Tutors. The Remedial Reading Specialist participates in group consultations with other specialists in Title I since a child may be seen by more than one specialist. At these meetings, the Specialists share information, methods and materials, each stressing his or her own particular discipline yet integrating all knowledge so that the most suitable educational plan is devised for that child.

During the year, the Specialists attended the annual State Title I Conference in Hyannis. There the Remedial Reading Specialists described the Title I program through the indisciplinary approach used.

SHERRIE R. WEINSTIN, REMEDIAL READING SPECIALIST

Number of children referred	35
Number of children that received help	28
Number of children diagnosed	38
Number of children that have showed gains	26
Number of children that should continue to receive supplementary instruction	15
Number of children dismissed (including grade six)	13
Number of children that have received CORE evaluations	1

TITLE I - LEAP 1978-1979

MARIE MELICAN, REMEDIAL READING SPECIALIST

Number of children referred	31
Number of children receiving special help	30
Number of children who showed gains	29
Number of children who should continue to receive supplementary instruction	15
Number of children dismissed (including grade six)	15
Number of children that have received CORE evaluations	0
Number of children diagnosed for the year	78

SCHOOL ADJUSTMENT COUNSELOR

The current school year has again illustrated the continued and growing need for adjustment counseling services in the Title I - LEAP program. This year, there have been more crisis-intervention referrals and short term involvement with families and children in need. More families and children have been referred to community agencies this year than in the past school years.

The School Adjustment Counselor continues to act as a consultant to the Title I staff, classroom teachers, principals and other school personnel. Whenever possible, home visits are made to parents at their request. Children are counseled on an individual basis approximately once per week.

The goal is to insure that all students in the Title I program have a rewarding and positive school experience.

In conclusion, the Adjustment Counselor remains an important member of the team of specialists' services provided to Title I students. The Adjustment Counselor works to help students and their families to seek and gain energy from services offered by the school, the LEAP program and the community at large.

Total number of children referred to the Title I Adjustment Counselor for the school year 1978-1979 - - - - - - - - - 50.

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1978-1979

MARIA LABUKAS, ADJUSTMENT COUNSELOR

Number of children referred	50
Number of children receiving specialized services	26
Number of children on observation	5
Number of children dismissed	10
Number of referrals to outside agencies	9

SPEECH AND LANGUAGE SPECIALISTS

Communication, as indicated in the Language, Education, Acceleration Program, is the focus of the Title I Program.

Listening and speaking skills (important among the program's behavioral objectives) are the first two steps to successful communication and educational functioning. Deficient speech and language skills can impair one's ability to learn, whether in the form of a learning disability or overall low academic performance.

Responsibilities of the Speech and Language Pathologists include, but are not limited to, evaluation of communication behavior and devising intervention programs. At the beginning of the school year, the LEAP Speech and Language Pathologists diagnose problems exhibited by children through formal and informal testing. Formal testing procedures include various language tests as well as tests of articulation competence. Problems may reveal themselves as difficulties in processing language at the level of phonology, morphology, syntax and semantics both in decoding and encoding tasks and affecting both the spoken and written forms of language.

The Speech and Language Pathologists develop individual programs of therapy. Children selected are scheduled for therapy once or twice a week in coordination with the programs of other LEAP personnel. Throughout the year, frequent contact and consultation is maintained by the Speech and Language Pathologists with other LEAP staff members and classroom teachers. The philosophy of the program is based upon a team approach for effective treatment of the total child. When a child in the LEAP program has been referred for evaluation by the CORE Evaluation Team, the Title I Speech and Language Pathologists provide input and are often asked to participate in related conferences. In addition, the Speech and Language Pathologists meet with parents to discuss and evaluate the status of their children. Children dismissed from formal therapy often continue on an observation basis.

The Speech and Language Pathologists are responsible for staff in-service training sessions. Demonstrations of instructional procedures and techniques for developing communication skills in the classroom are presented. The Speech and Language Pathologists also attend state and national conferences in order to keep abreast with current research and programming in the field.

A clinical affiliation program is maintained with Northeastern University to provide training for graduate students in the field of communication disorders.

82 children were referred to the Speech and Language Specialists for the school year 1978-1979.

DONNA PAUL, SPEECH AND LANGUAGE SPECIALIST

Number of children evaluated	74
Number of children enrolled	29
Number of children on observation	8
Number of children terminated	11
Number of children continuing	18
Number of parents contacted	21

MICHELINA PHILLIPS, SPEECH AND LANGUAGE SPECIALIST

Number of children evaluated	147
Number of children enrolled	27
Number of children on observation	36
Number of children terminating	6
Number of children continuing	21
Number of parents contacted	37

PHYSICAL EDUCATION SPECIALIST

The Physical Education Specialist continues to provide small group and individualized physical education experiences for identified children in the target schools. The Physical Education Specialist sees each child once a week for a half hour usually in a small group. The activities and skills involved in the sessions cover a broad range of physical education experiences. The Physical Education Specialist works on meeting the child's particular motor needs and also teaches them specific sports skills. The Leap physical education program continues to serve as a supplement to the existing physical education program and aids the identified children in meeting its performance objectives.

This year, the Physical Education Specialist continues to provide information on Title I children to the CORE Evaluation Team, and assists them in assessing the children's psyco-motor needs. The Physical Education Specialist participated in two workshops the staff conducted at the Multi-City Parent Advisory Council Conference and the Annual State Title I Conference. In addition, the Physical Education Specialist presented two in-service workshops to the Title I staff and participated in child study sessions with classroom teachers and the Title I staff. The Physical Education Specialist is available for parent conferences.

The pre and post evaluation device used again this year was the psycho-motor development checklist that was developed three years ago.

This year the criterion used for selecting children for the LEAP physical education program was a referral from a classroom teacher, LEAP instructor, or a school department specialist.

One of the aspects that makes the LEAP program unique is that it provides the services of a Physical Education Specialist. It is felt that physical education is an integral part of the Title I program. The philosophy of LEAP is to utilize a team approach in working with the total child. There are language arts instructors and remedial reading specialists to work within the child's cognitive domain and an adjustment counselor for the affective domain. This leaves the all important psycho-motor realm for the Physical Education Specialist. Studies have shown that children who are experiencing learning difficulties often display gross and fine motor problems as a symptom or as a cuase of the learning problem. Due to repeated failures in the classroom and on the playground, LEAP children often develop very poor self-images. By working with these children in small groups, help can be provided to develop the physical and social skills needed to function successfully within their peer group.

Total number of children referred to the Title I LEAP Physical Education Specialist for the school year 1978-1979 - - - - - - - - - - - - - - - - - - 150

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

PAUL MATTATALL, PHYSICAL EDUCATION SPECIALIST

Statistics 1978-1979

Number of children referred	120
Number of children diagnosed	145
Number of children receiving special help	114
Number of children dismissed	20

State Activities

The Dissemination Project

A Cooperative Project Serving Compensatory Education

Rooms 612-613 Statler Office Building 20 Providence Street Boston, Massachusetts 02116 (617) 426-6324

May 14, 1979

Dear Elizabeth:

We at the Dissemination Project wish to thank you for the time and effort that you put forth in helping to make the third annual State Title I Conference truly a "Celebration of Success". Over one hundred conference evaluation forms were completed and returned. Overall, everyone was pleased with the wide variety of topics and the quality of material presented. You are welcome to review these evaluation forms anytime.

In planning for next year's conference any suggestions from you would be most beneficial. Please feel free to write or call us with your ideas and suggestions.

Have an enjoyable summer and we look forward to working with you during the 1979-1980 school year.

Sincerely,

Sandi Lambert
Project Director

Joan Frank
Editor

Claire Anderson
Parent Information
Coordinator

Public Information Activities

For state and federal administrators

LEAP gives demonstration

MEDFORD — Members of the city's Title One-LEAP program were invited to make a presentation to state and federal administrators as a result of the local's group being cited as one of the most outstanding Title One programs in Massachusetts.

According to Medford's LEAP Director Elizabeth N. Miles, seven staff Members of the group presented a media show on multi-disciplinary teaching.

The seven members who participate in the Hyannis state Title One Conference in Hyannis are Patrice DiMare and James Marano, Title One teachers; Marie Melican, reading specialist; Paul Mattatall, physical education specialist; Kathleen Ingaro, a Title One teacher and Media specialist; Maria Kabukas, adjustment counselor; and Mrs. Miles.

Medford's Title One-LEAP program is one of the first in the state to receive "validation," or approval and commendation for its program, said Mrs. Miles.

Medford's Title One LEAP program received its "validation" earlier in the year after state and federal administrators reviewed its organization and granted approval.

On that basis, the group was invited to make its presentation at the state conference.

Mrs. Miles said the seven members based their media presentation on how a multi-disciplinary team of communications specialists and teachers developed students' skills.

Title One-LEAP programs are federally-funded education programs designed to supplement regular classroom learning of students who reside in economically and culturally disadvantaged areas.

LEAP stands for Language Education Acceleration Program. The Medford program was granted some $397,000 in federal funds to run its 1978-79 program.

Twenty-one teachers and specialists are on the staff of the city's Title One-LEAP program to service students from eight public and five parochial schools.

LEAP programs are available to children in grades kindergarten through six who reside in the following school districts: Columbus, Franklin, Hancock, Hervey, Kennedy, Osgood, Swan, and Tufts.

Children who live in those areas and who attend the following schools are also eligible: St. Clement's, St. Joseph's, St. Francis, St. Raphael's, and Immaculate Conception.

The Massachusetts Title I Validation, description and dissemination of effective projects is a process designed to identify, validate and disseminate information about exemplary Title I projects. The process is focused on practices which have a direct and measurable impact on student achievement in basic skill areas.

The lengthy process consists of five steps. First, the Massachusetts Title I regional supervisor responsible for individual projects must recommend the project for validation. The second step involves a special committee's examination of existing documentation concerning the effectiveness of the project. This committee consists of individuals experieced in the evaluation, validation and dissemination of educational programs. The documentaion includes the evaluation reports over a period of years concerning impact on student achievement.

The committee looks for consistent evidence that the Title I project had a significant impact on student achievement and other important educational outcomes. The third step is an on-site validation visit by curriculum and evaluation specialists who provide additional details concerning evidence of impact and the essential elements which define the exemplary components of the project.

MEDFORD (MASS.) DAILY MERCURY

MONDAY, MAY 14, 1979

Medford Daily Mercury

TUESDAY, MARCH 13, 1979

PARENTS AND TEACHERS show student Mark DiPlacido (center) the various job careers in Medford Title One. Left to right are: Paul Matatall, Title One physical education specialist; Connie Pustorino and Susan Barbati, career awareness teachers; DiPlacido; Sylvia DiPlacido, Parents Advisory Council (PAC) representative from the Swan School in Medford; Mrs. Peggy Rehan, PAC representative from St. Joseph's School; and Title One Director/Supervisor Elizabeth N. Miles.

(Tom Hiltz photo)

Parents, teachers and administrators

Learning about Title One

MALDEN — More than 255 parents, teachers and administrators from 10 school districts attended last week's Title One Multi-City Conference, sponsored by the Malden Title One, at the Summerside Lodge here.

Parents and teachers from Malden, Arlington, Everett, Medford, Haverhill, Lowell, Lynn, Newton, Revere and Somerville attended the day-long event which offered a series of workshops and question and answer periods geared towards new developments and a better understanding of the Title One program.

Title One is a federally-funded program which provides remedial help to chidren who live in economically-distressed sections of a city and who show evidence of an academic need.

During the conference, parents had the opportunity to learn how each community handles students enrolled in Title One program. Ideas and various teaching methods were shared at the event, which is the fourth one to be sponsored by Malden Title One program.

Workshops included one conducted by Carmen Arone and Eileen Surrette, both junior high school Title One teachers in Malden, who demonstrated how the reading and math program for these students are taught in Malden.

Another workshop, conducted by Medford Titler one teachers, offered how Medford is working to improve the language skills of Title One students through various teaching methods.

Shirley Roberts, Malden's liaison person to the State Department of Education, which provides federal funds for the continuation of the Title One programs, discussed here role as a regional supervisor at the conference.

The committee which was responsible for conducting the conference were: Bailey Weiss, chairperson from Malden; Dorothy Doherty, secretary from Arlington; Virginia Barton, treasurer from Lynn; Alice Pagilurio, chairperson of the Parents Advisory Council from Revere; Marie Hammond, parent coordinator from Somerville; Lorraine Dowdy, parent coordinator from Everett; Sharon Cunningham, chairperson of the parent advisory council from Everett, and Ann Murray, parent coordinator from Lowell.

Talk of LEAP parents

MEDFORD — Two parents on the advisory committee of a 13-school federally-funded language arts program outlined at the committee's last meeting what took place at a national convention they attended.

Diane O'Hare, 327 Malden St., and Frances Amari, 9 Stearns Ave., attended the training conference of the National Coalition of Title One Parents in Los Angeles, Calif.

Mrs. O'Hare is vice-chairperson and Mrs. Amrai, past chairperson, of the Operation Language Education Acceleration Program Parent Advisory Committee in Medford. LEAP is a federally funded language arts program at 13 public and parochial schools serving the city.

Parents, LEAP Director Elizabeth N. Miles, and Assistant Superintendent Raymond Murano all attended the informational meeting.

Mrs. Amari and Mrs. O'Hare told of workshops at the conference focusing on "ways in which parents can work with school personnel to develop more effective Title One programs. One of the key goals is improving parent participation in the education system.

Attending the meeting were Lillian Insogna, representative from the Hancock School; Nancy Iovanni, PAC chairperson and Tufts School representative; Francis Berry, PAC recording secretary and Hervey School representative.

Also, Sylvia DiPlacido, Swan School representative; Maria Cusick, Osgood School; Catherine Bates, Swan School; Doris Flynn, Immaculate Conception School; Emily Shannon, St. Clement School; Margaret Regan, St. Joseph School; Carol Duffy, Columbus School; Kathleen Sodano, Osgood School; and Nancy Durkee, Hervey School.

Also on the PAC for 1978-79 are Jean Spinetti, Columbus School; Nina Cincotti, Franklin School; Marilyn DeVitto, Kennedy School; Geraldine Orlandino, Kennedy School; Roseleen Dello Russo, St. Francis School; Joan LeBranti, St. Joseph School; and Diane Costello, St. Raphael School.

PARENTS on the Advisory Committee to the federally-funded Operation Language Education Acceleration Program in Medford meet with Frances Amari and Diane O'Hare, two of their members who attended a national convention in Los Angeles, and Assistant Superintendent Raymond S. Murano. Shown seated, from left, Lillian Insogna, Mrs. Amrai, Murano, Nancy Iovanni, Mrs. O'Hare, and Frances Berry. Standing, from left, are Sylvia DiPlacido, Maria Cusick, Catherine Bates, Doris Flynn, Emily Shannon, Margaret Regan, Carol Duffy, Kathleen Sodano, Nancy Durkee, and Elizabeth N. Miles, supervisor-dorector of LEAP.

(Photo by June Livingston)

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